

The Influence of the Penggerak School Program and Teacher's Work Motivation on the Quality of Primary School Learning

Mimin Winarti¹, Happy Fitria², Mahasir³

¹SD Negeri 1 Lubuk Seberuk, Ogan Komering Ilir, South Sumatra, Indonesia, ²Badan Riset dan Inovasi Nasional, Jakarta, Indonesia, ³Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: winartimimin4@gmail.com

Article History: Received on 16 June 2024, Revised on 19 July 2024,
Published on 19 August 2024

Abstract: This research aims to determine and describe the influence of Penggerak school programs and teacher's work motivation on the quality of elementary school learning in Lempuing Jaya District partially and simultaneously. This research method is quantitative correlational, with the research population being all teachers at SD Negeri 2 Lubuk Seberuk and SD Negeri 1 Lubuk Makmur, Lempuing Jaya District, totaling 55 teachers, all used as the research sample. Data was collected by documentation and questionnaires and analyzed with descriptive statistics and analytical hypotheses using simple regression and multiple regression with the help of SPSS 26. The results of this study show that: (1) there is a significant influence of the Penggerak school program on the quality of learning, (2) there is a significant influence of teacher's work motivation on the quality of learning, (3) there is a significant influence of Penggerak school programs and teacher's work motivation on the quality of elementary school learning in Lempuing Jaya District.

Keywords: Learning Quality, Penggerak School Program, Teacher's Work Motivation

A. Introduction

To properly utilize human resources, education is a critical component. Education is continually evolving, improving, and changing to keep up with life's happenings. Several elements of education implementation, such as teacher competency, curriculum quality, facilities and infrastructure, and new learning methodologies and methods, are among the aspects of the education sector that have undergone changes and improvements (Magdalena et al., 2020). It is expected of education to shape students' attitudes, knowledge, and abilities to become human beings with faith and honorable character, as well as people who are knowledgeable, skillful, autonomous, and creative. When compared to other nations that are rapidly developing, Indonesia's education system still has a lot of gaps, hence it cannot be said to be of high quality. Efforts are being made to generate intellectual generations

that can become the nation's successors. However, there are still numerous sectors where there is inequality, such as the availability of schools and instructors as educational facilitators. People who possess knowledge, abilities, and a strong foundation of dedication and faith are considered intelligent in Indonesia. The National Education System Law 20 of 2003 stated that "national education functions to develop abilities and shape the character and civilization of a dignified nation to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen".

School Principals are teachers who are given the task of leading and managing educational units which include kindergartens (TK), special kindergartens (TKLB), elementary schools (ESL), special middle schools (SMP), high schools (SMA), vocational high schools (SMK), special high schools (SMALB), or Indonesian schools abroad," according to Article 1 paragraph (1) of Minister of Education and Culture Regulation Number 6 of 2018. "The principal's workload is entirely to carry out the main managerial tasks, entrepreneurship development, and supervision of teachers and educational staff," reads paragraph 1 of Article 15. Then, according to paragraph (2), "The Principal's workload, as mentioned in paragraph (1), aims to develop the school and improve the school's quality based on 8 (eight) national education standards". With decree number 371/M/2021, the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia has established a new policy regarding the Penggerak school program. It is hoped that this will expedite the education transportation process and bring about immediate changes. The education unit hopes to enhance student learning results holistically that is, in terms of both cognitive and non-cognitive competency aspects through this Penggerak school curriculum.

The Penggerak School Program catalyzes the realization of the Indonesian education vision, which calls for schools to concentrate on creating comprehensive learning outcomes for their students, including character development and literacy and numeracy skills to fulfill the Pancasila student profile, beginning with exceptional human resources, such as teachers and school principals (Khofifah & Syaifudin, 2023). The Pancasila student profile is a component of the effort to transform character education, which needs to be ingrained in daily life and developed in each student individually through extracurricular, extracurricular, and cocurricular learning Rahayuningsih (2022). To provide the best possible implementation of the school leadership model as mandated by the Director General of GTK, the school principal needs to have a sound, well-thought-out, and quantifiable strategy. In this instance, the author believes that the principal's ability to foster an environment that encourages good communication both interpersonal and institutional is what contributes to the school's success. Reaping the benefits of a sophisticated,

contemporary, and successful national life requires access to high-quality education. It is well-recognized that many nations may achieve wealth and welfare for their citizens even though they lack an abundance of natural resources (Harjayanti et al., 2020). This may occur as a result of their high-quality education, which creates high-quality people resources. The existence of professional, prosperous, and dignified school principals and teachers is one of the crucial requirements for high-quality education (Mulyasa, 2009).

Leading by example, the principal may cultivate teacher enthusiasm and build an ecosystem of learning teachers to support high-quality instruction. Enhancing the abilities of school administrators can assist students in investigating and resolving personal issues. That a person with knowledge and skills may identify problems and make them better fits the idea of transformation. Since education is typically conducted in schools, it is impossible to separate education management from the leadership model or approach used by school principals to fulfill their leadership responsibilities. Because schools mirror the life of a local community, leadership style will be linked to outcomes and effectiveness in directing and carrying out the educational process in schools (Kiom & Susilo, 2019). According to Sagala & Syaiful (2012), schools are more like tiny communities or mini-societies that serve as a platform for students' growth than just a burdensome bureaucracy. The school is an organization that greatly benefits from the positive attitudes and behaviors of its members. A well-led organization will be conducted in a way that is comfortable, conducive, orderly, and consistent with the objectives that need to be met.

According to Tirtarahardja (2015), teachers are in charge of carrying out instruction aimed at pupils. The way that teachers carry out their obligations and responsibilities as educators affects the quality of education. Teacher achievement and high levels of enthusiasm for teaching are indicators of enhancing the quality of education in schools and will produce graduates of high caliber. Assessment is necessary to ensure that teachers are performing properly in carrying out their responsibilities. An activity assessment is required to evaluate employee behavior at work, and effective management is required to make this happen (Sinaga et al., 2021). Penggerak schools stress the traits of the Pancasila student profile, beginning with human resources strong and exceptional teachers and school principals in their fundamentally student-centered learning approach (Habibi et al., 2023).

The Ministry of Education and Culture has announced the introduction of a new policy: Penggerak schools. Reforms in schools are necessary to raise the standard of instruction. Schools that become Penggerak schools, which can then serve as role models for other schools, can be the first to embrace this transformation. Principals and other educators who want their schools to be high-quality, serve as role models, and serve as training grounds for Penggerak schools may find inspiration in Penggerak schools. With a range of engaging activities, Penggerak school instructors

may make learning enjoyable for pupils in one way or another. Students should engage in enjoyable learning activities and acquire competencies that foster critical thinking, teamwork, and creativity can, of course, produce clever, morally upright offspring. Children will attempt a lot, ask a lot of questions, and generate a lot of work during the learning process.

Indonesia's long-term solution to the learning challenge is called Merdeka Belajar. A policy strategy to raise the standard of education that concentrates on raising the caliber of human resources (HR) is the Penggerak School Program (PSP). PSP is intended to act as a catalyst for raising student quality, beginning with bolstering the credentials of school principals. Three years in a row were spent implementing the Penggerak school program intervention. The program facilitator offers support for the school principal to approve the intervention program. To guarantee that the transformation process proceeds as planned, the facilitator's role is crucially strategic. Facilitators offer comprehensive support for putting Project Management Office (PMO) processes into practice at the school level, as well as for self-training, creating lesson plans, reflecting on student learning, and digitizing schools (Katman & Tora, 2023).

The characteristics of Penggerak Schools are:

1. Having a principal who can foster student-centered learning and teacher competency.
2. Teachers at Penggerak schools are focused on their students.
3. Students from Penggerak schools can grow up to be devout, believe in God Almighty, be critical thinkers, compassionate toward others, autonomous, responsible, and aware of the diversity of the world.
4. A community of practitioners in Penggerak schools work together and combine their strengths to develop innovative teaching strategies that will raise student achievement in their institutions (Rahmah, 2023).

It is envisioned that the Penggerak School will be able to adapt constantly and develop into a facility that creates Pancasila student profiles. Following the successful completion of the transition, the Penggerak School will catalyze change for neighboring schools (Indra et al., 2021). The Penggerak School will take the lead in establishing connections with neighboring schools to exchange ideas and solutions aimed at raising the standard of instruction. School principals and teachers can exchange knowledge and skills and create chances for both their schools and neighboring schools to improve the quality of education by adopting a cooperation or collaboration strategy. Furthermore, it is anticipated that the Mobilizing Schools program will be able to establish an ecosystem of change at the national, regional, and school levels via a mutual collaboration system (Kemendikbut, 2020).

Local governments and the Ministry of Education and Culture collaborated to launch the Penggerak School Program. Through this relationship, a strategic alliance will be formed to develop an aligned educational vision and mission statement. Educational consultants from the technical implementation units (UPT) of the Ministry of Education and Culture in the regions, particularly the Early and Middle Age Childhood Education Technical Service Unit (UPT PAUD Dasmen) and the Technical Services Unit for Teachers and Education Personnel (UPT GTK), will accompany the education office to facilitate communication, coordination, and program synergy between the Ministry of Education and Culture and regional governments (Academic Manuscript of the Penggerak School Program, 2020:42). The five interventions that make up the Penggerak school program are inextricably linked and cannot be divided: 1) Providing asymmetrical and consultative support; 2) enhancing school human resources (HR); 3) New paradigm learning, 4) data-driven planning, and 5) digitalizing schools (Khofifah & Syaifudin, 2023).

According to Nadiem Anwar Karim, B.A., M.B.A., the goal of the Penggerak School Program is to support public and private schools in their transition to advance one or two steps instead of selecting or designating particular schools as superior or favored schools. Not a preferred or better school because the opinions may differ. We will not alter the input in any way, select any better schools, or select any schools whose students have good aptitudes. The changes may be more noticeable since the school is below average.

The Mobilizing Schools campaign, which will aim for 2,500 schools throughout 34 Provinces and 111 Regencies/Cities in 2020–2021, will begin with the principal of the participating school in the host area registering participants. Several schools from the PAUD, SD, and SMP levels seized the chance to register as Penggerak schools during the event. Two PAUD, thirteen elementary schools, and seven junior high schools are among them; they all graduated to become Penggerak schools in Batch I (One). Beginning with the 2020–2021 academic year and continuing until the 2022–2023 academic year, the school has instituted a Penggerak school program. Additionally, the Batch II (Two) Penggerak school program will continue in 2022–2023. In the Lempuing Jaya District of the Ogan Komering Ilir Regency, SD Negeri 1 Lubuk Seberuk is the school that has taken part in and executed the Class I Penggerak School Program.

First State School According to the principal, Lubuk Seberuk is a participant in the Penggerak school program and follows its guidelines. “Our school was invited to take part in the PSP program by the operator starting in February 2021. Subsequently, a statement was made on the administration of multiple exams, including the teaching practice exam for principals of schools. The Penggerak school initiative has made a big difference. When it comes to education, the government just communicates learning objectives; the teacher council must be imaginative,

creative, and independent. When the school's learning resources are still incomplete, the instructor must be able to organize the learning objectives' flow and then organize the lesson plans on their own. Thus, to create instructional materials that will be used in the classroom, teachers must work autonomously. It is a fact that not every educator at their institution is an IT (information and technology). But school principals tend to go with each other. For instance, let's say we have teachers who may be three years away from retirement. If IT is mandated as it is, there will undoubtedly be several challenges, so the class teacher needs to go with them. Who are still young and master IT and we will assign them to assist with the management or creation of teaching materials related to IT.

One innovation that can hasten the improvement of Indonesia's educational standards is the Penggerak school program, developed by the Ministry of Education and Culture. SD Negeri 1 Lubuk Seberuk is among the models that put it into practice and experience the results firsthand. All parties involved in the Penggerak School Program, including parents and students, felt the immediate impact of this unique innovation. We believe that fresh ideas from all parties involved in education will help to improve instruction and realize the goals of the national education agenda. It is hoped that readers will find this research useful, particularly in the context of SD Negeri 1 Lubuk Seberuk. Since the Batch 1 Penggerak School program is currently in operation, other schools in the Lempuing Jaya District are encouraged to follow suit by using the bureaucracy and inspiration provided by the schools that have already adopted the Penggerak School Program. Motivated and moved schools, namely SD Negeri 1 Lubuk Makmur and SD Negeri 2 Lubuk Seberuk, to register as Batch 2 Penggerak schools. In the teacher-motivating school program, the instructor facilitates learning and is student-centered, making it simpler to provide content with an independent learning curriculum. for teachers to assess their pupils' interests and talents in light of both their reading and numeracy skills.

The prior school transformation program is enhanced by the Penggerak School Program. One is the Penggerak School Program. Collaboration initiative between regional governments and the Ministry of Education and Culture, wherein the regional government's involvement is crucial, 2). Interventions are implemented comprehensively, beginning with planning, learning, digitalization, and support from the local government. 3. A program that addresses all aspects of education, not just elite institutions but also public and private ones, 4. After receiving support for three academic years, the school continues to work toward transformation on its own, and 5). As a result of the program's integration with the environment, every school in Indonesia is now a Penggerak school.

The explanation provided above makes it necessary to investigate the government-sponsored Penggerak schools in greater detail (Kemendikbud). Naturally, this is a cooperative endeavor to raise the standard of education in Indonesia. Since one of

the roles of teacher job motivation is to boost student achievement, it upholds and seeks to develop high levels of motivation among teachers. Since it is essential for the accomplishment of quality education that its implementation be carried out by educators whose professionalism can be depended upon, teachers hold the key to improving the quality of education (Sadikun et al., 2023). Raising the standard of education is a goal for the country's education system and a crucial component of initiatives to raise the standard of living for all Indonesians. Several elements affect the quality of education, and management is one of them.

To foster growth and the development of a healthy school culture, learning with a new paradigm that is student-centered, differentiated, social-emotional, and learning that makes use of environmental, social, human, and political assets is being done. As it should be, we have collaborated and communicated with all parties involved in the Penggerak School Program from the outset to raise the standard of instruction at Penggerak schools. Penggerak schools have received training in creating and implementing a school vision that impacts students and is pertinent to the community's needs inside the school. Penggerak schools consistently use student-centered learning to reflect and assess the Penggerak School Program.

The truth, however, reveals that not all Penggerak schools in the Lempuing Jaya District can welcome change. This is evident from the instructors' opposition to the Penggerak school's free learning curriculum, which is one of its programs. Instructors continue to operate inside their comfort zones and are hesitant to pursue independent professional development opportunities, such as participating in Independent Curriculum Implementation (IKM) training. Aside from that, the teachers' predominant view is that the school principal is the only person accountable for the Penggerak School Program.

It has been established that school-based learning activities are unstable due to this mentality. This is also because teachers and principals have regular activities that take place during school hours and are required to attend training sessions on a set timetable. Thus, in this instance, assignments are frequently given exclusively during class hours, even though students ought to be receiving instruction in line with the new paradigm's autonomous curriculum. Teachers should be the primary source of learning in schools, and they still serve as facilitators in this role. Students do not yet have the freedom to choose what they want to learn; they are still dependent on the teacher's materials. Since teachers are the ones who engage directly with students during the learning process, subpar performance on their part will have a direct impact on the quality of learning. As a result, the influence of the Penggerak School Program and teacher's work motivation, as well as the Penggerak school program itself, are closely related to improving various aspects of life in the school environment, such as the distinction between schools of good and poor

quality. The Penggerak School Program is also responsible for managing education in schools.

The primary motivation behind the researcher's investigation into Penggerak schools in the public elementary schools of the Lempuing Jaya District is the data's suitability for the discussion that the researcher will conduct. Additionally, scholars must investigate and refine this new paradigm that the Ministry of Education and Culture has introduced. This is why the study "The Influence of the School Penggerak Program and Teacher's work Motivation on the Quality of Elementary School Learning in Lempuing Jaya District" was inspired to address this topic.

B. Methods

The study was conducted in the Lempuing Jaya District of the Ogan Komering Ilir Regency in SD Negeri 1 Lubuk Makmur and SD Negeri 2 Lubuk Seberuk. Qualitative descriptive methodologies are used in this study. Descriptive analysis, or problem-solving study using up-to-date information from a population. Descriptive research aims to test theories or provide answers to queries about the state of the topic under study. It also uses quantitative techniques to find relationships between the variables under study.

The study's participants were all instructors who worked at SD Negeri 1 Lubuk Makmur and SD Negeri 2 Lubuk Seberuk Penggerak schools. According to Fransisca & Wijoyo (2020) population is a generalization area made up of items or people with specific attributes chosen by researchers to be examined and from which conclusions are then drawn. The sample is a portion of the population's size and makeup (Sugiyono, 2017). The Penggerak school for Generation I, SD Negeri 1 Lubuk Seberuk, is the school for the instrument exam; the Penggerak school for Generation II is the one in the sample.

1. Questionnaire

A questionnaire is a tool used to collect data in which respondents are given predetermined questions to respond to in the form of written statements (Sugiyono., 2016).

2. Observation

Observation is a method of gathering data through the observation of ongoing activity (Sukmainata & Syaodih, 2012).

3. Documentation

The process of gathering data and information from books, archives, papers, written numbers, and photos in the form of reports and information that might aid in a study is known as documentation (Sugiyono., 2016).

C. Results and Discussion

1. The Influence of the Penggerak School Program (X1) on the Quality of Learning (Y)

The results of the first hypothetical test indicate that the Penggerak school program (X1) has an impact on the caliber of instruction (Y). The Penggerak school program's t -value $>$ t -table and t sig value $<$ α (0.05) provide evidence for this claim. These findings are consistent with the hypothesis, which holds that the Penggerak school program has an impact on the caliber of instruction. The value of t sig is determined by computations using the regression equation with (coefficient) as a guide. is 0.017, meaning that H_0 is rejected and H_a is approved since the t value sig (0.017) $<$ α (0.05). Therefore, it makes sense that the Lempuing Jaya District's elementary schools' Penggerak school program has an impact on the caliber of instruction they provide. The Penggerak school program has a 10.2% impact on learning quality; other factors, which are not variables in this study, have an 89.8% influence.

The findings of this study are consistent with a study by Sulastri et al. (2017) titled "The Influence of Work Motivation and School Principal Leadership on the Quality of Elementary Schools in Jepara District." The study's findings demonstrate that: 1) According to descriptive analysis, the sub-district primary school principals have an average yearly leadership score of 109.93, falling into the middle group. The medium category is represented by the average score of 113.93 for teacher's work motivation. 2) The influence of teacher's work motivation on the quality of elementary schools in Tahunan District is positive and significant, as demonstrated by the influence coefficient value of 0.723, indicating that there is a strong influence of teacher's work motivation on the quality of elementary schools. The average school quality score is 116.75, including the medium category. Furthermore, 3) the principal's leadership and the motivation of teachers to work together have a favorable and noteworthy influence. This indicates that the Tahunan sub-district, Jepara Regency's primary school quality will rise in direct proportion to the principal's leadership style and the motivation of teachers to do their best work.

The findings of this study align with those of a research project named "The Influence of Principal Supervision and Teacher's work Motivation on Teacher Performance" (Aprida et al., 2020). The hypothesis testing results, which demonstrate that there is a positive and significant relationship, also support the research findings. In addition, it is known that F -count = 116.973 and F -table = 3.09, where F -count $>$ F -table, indicating that H_a is accepted. Put another way, this means that teacher motivation and the principal's supervision together have an impact on teacher performance.

The study's findings indicate that the performance of public elementary school teachers in Palembang's Ilir Timur Tiga district is influenced by both teacher's work

motivation and principal supervision. The study by Mardalena et al. (2020) found that academic supervision had an impact on teachers' performance; the estimated value for this effect was 9.815, and the table value was 1.987. Additionally, the influence of the academic and professional competence of teachers on their performance is evident, with an Fcount value of 64.652 and an F-table value of 3.10, a count value of 3.015, and a stable value of 1.987 for the professional competence of teachers. This research is in line with the research results of Sartika (2024) that there is an influence of the benefits of Penggerak schools on the quality of education, so the benefits of Penggerak schools have a positive effect on the quality of education at SMA Negeri 1 Portibi.

2. The Influence of Teacher's work Motivation (X2) on the Quality of Learning (Y)

According to the study's findings, teacher's work motivation (x2) has an impact on the caliber of instruction (Y). The computed teacher's work motivation t-value > t-table and the teacher's work motivation t sig value < α (0.05) both support this. The results of calculations based on the regression equation (coefficient) generated by the t-sig value support the suggested hypothesis, which states that there is an influence of teacher's work motivation on the quality of learning. is 0.044, so that the t value is sig (0.044) < α (0.05), rejecting H_0 and accepting H_a . Therefore, it makes sense that the job motivation of teachers has an impact on the standard of instruction in Lempuing Jaya District elementary schools. Only 7.4% of learning quality is impacted by teachers' job motivation; the remaining 92.6% is impacted by other variables not included in this study.

Research by Augustina (2021) titled "The Influence of Certification Allowances and Work Motivation on Professional Teachers" is consistent with the findings of this study. The hypothesis, which holds that teacher's work incentives and certification allowances have a major impact on teacher professionalism, is consistent with these findings. In the "medium" category, the simultaneous influence of the certification allowance variable and teacher performance is 0.179, or 17%; the remaining 82.1% is determined by other variables not examined in this study. The study employed seven indicators to measure the teacher professionalism variable, which included teaching skills, wide insight, curriculum mastery, learning media mastery, information technology mastery, ability to be a good role model, and personality. Three of these seven indicators teachers' personality, information technology proficiency, and curriculum mastery were found to be less reliable in gauging a professional teacher's performance in carrying out their duties. Presently, the curriculum mastery of around forty state elementary school teachers in the Babat Toman sub-district remains inadequate.

The results of this research are also in line with Fatmawati et al. (2022) the results of research showing that there is a significant direct influence of work motivation on improving the quality of education at MTs Assalam, MTs Alhikmah and MTs Alkhairiyah. This is indicated by the path coefficient (β) of 0.949 and the Sig value = 0.000 because the Sig value is $0.000 < 0.05$. The direct influence of work motivation on improving the quality of education is 98.6%, while the remaining 1.4% is influenced by other factors outside of work motivation.

3. The Influence of the Penggerak School Program (X1) and Teacher's work Motivation (X2) on the Quality of Learning (Y)

According to the study's findings, instructor work motivation (X2) and the Penggerak school program (X1) both have an impact on the caliber of instruction (Y). The correlation/relationship (R) value of 0.414, which takes into account the weak positive category, demonstrates this. In addition, the size of the influence of the independent variables—teacher's work motivation and stimulating school programs—on the dependent variable—learning quality—is also described. This quantity is known as the coefficient of determination, which is the outcome of squaring R. The coefficient of determination (R Square) can be derived from this result. 0.172 indicates that 1.72% of the dependent variable (learning quality) is influenced by the independent variables (motivating school program and teacher's work motivation), with the remaining 82.8% being influenced by characteristics other than leadership variables investigated in this study.

The study by Saludung et al. (2021) titled "The Influence of Teacher Leadership and Work Motivation on Improving the Quality of Education at Vocational Schools in North Toraja" is consistent with the findings of this investigation. This study demonstrates that: 1) There is a 60.2% connection, or 0.602, between leadership and educational quality. It falls into the extremely weak category if correlation requirements are used. The variable that determines leadership and educational quality has a coefficient value of 0.362, or 36.2%. This indicates that there is a 36.2% explanation gap between the leadership variable and the education quality variable. Next, 2) The motivation-education quality correlation coefficient is 0.370, which, when compared to the correlation criterion, falls into the weak category. 13.7%, or 0.137, is the coefficient of determination between the two variables.

This indicates that there is a 13.7% explanation gap between the incentive variable and the education quality variable. According to the findings of a straightforward linear regression analysis, motivation significantly and favorably influences the caliber of vocational school instruction in North Toraja; that is, higher motivation corresponds to higher educational quality. 3) Improving the standard of North Toraja's vocational schools is positively correlated with motivation and leadership. The coefficient of determination, or R Square value, is 0.435. This indicates that

43.5% of the quality improvement variable (Y) can be explained by the leadership and motivation factors (X1) and (X2), with additional variables not covered in this study accounting for the remaining percentage.

The Penggerak curriculum and teacher's work motivation, thus, have an impact on the fulfillment of quality learning. The principal of the school sets the tone for management. By adhering to the Penggerak school program as closely as possible, the principal, in his or her capacity as the school's manager and leader, must boost school competency. Furthermore, achieving high-quality learning is also influenced by job motivation.

D. Conclusion

1. The Penggerak school program has a positive effect on the quality of learning with a contribution of 10.2% at SD Negeri 1 Lubuk Makmur and SD Negeri 2 Lubuk Seberuk in Lempuing Jaya District.
2. Work motivation has a positive effect on teacher performance with a contribution of 7.4% at SD Negeri 1 Lubuk Makmur and SD Negeri 2 Lubuk Seberuk, Lempuing Jaya District, which has answered the second hypothesis.
3. The motivating school program and teacher's work motivation together have a positive and significant effect on the quality of learning at SD Negeri 1 Lubuk Makmur and SD Negeri 2 Lubuk Seberuk, Lempuing Jaya District.

E. Acknowledgment

We would like to thank the respondents of this research, SD Negeri 1 Lubuk Makmur and SD Negeri 2 Lubuk Seberuk, Lempuing Jaya District, Ogan Komering Ilir Regency, South Sumatra Province.

References

- Aprida, Y., Fitria, H., & Nurkhalis, N. (2020). The Influence of Principal Supervision and Teacher's work Motivation on Teacher Performance. *Journal of Education Research*, 1(2), 160-164. <https://doi.org/10.37985/joe.v1i2.16>
- Augustina, A., Fitria, H., & Fitriani, Y. (2021). The Influence of Certification Allowances and Work Motivation on Professional Teachers. *Jurnal Pendidikan Tambusai*, 5(3), 7210-7221.
- Fatmawati, Supardi, & Suryana, A. (2022). The Effect of Work Motivation and Teacher Performance on Education Quality Improvement. *Journal of Social Sciences*, 1(2), 199-220. <https://doi.org/10.55927/fjss.v1i2.561>
- Fransisca, A., & Wijoyo, H. (2020). Implementation of the Metta Sutta on Learning Methods in the Virya Class of Sariputta Buddhies Sunday School. *Jurnal Ilmu Agama dan Pendidikan Agama Buddha*, 2(1), 1-12.

- Habibi, A., Rahman, A. A., Rahmat, M. S., & Fikri, I. F. (2023). Analysis of the Basic Concepts of the Ministry of Education and Culture's 2022 Driving School Program. *Journal of Education and Teaching*, 2(1), 1–12.
- Harjayanti, D. R., Wardani, E. S., Khair, O. I., & Tanius, N. (2020). Education for the Millennial Generation at SMA Almanar Azhari Islamic Boarding School Depok, West Java. *Jurnal Pengabdian Kepada Masyarakat*, 1(1), 139–150. <https://doi.org/10.33753/ijse.v1i1.10>
- Indra, M. P., Yuhanidah, H., Putri, A. N., Arifatunissa, M., Padli, H., Khasanah, U., Kurniawan, Y. J., & Isnaini, M. (2021). *Freedom to Learn Through Driving Schools*. CV Tahta Media Group.
- Katman, & Tora, A. (2023). Implementation of Transformative Leadership and Improving The Quality of Education in the Mobile School Program in Indonesia. *Management Studies and Entrepreneurship Journal*, 4(January), 378–387. <https://doi.org/10.37385/msej.v4i1.1300>
- Kemendikbud. (2020). *Academic Manuscript of the Driving School Program*.
- Khofifah, B., & Syaifudin, M. (2023). Analysis of Government Policy Regarding Driving Schools. *Jurnal Inovasi Penelitian*, 3(8), 7405–7410. <https://doi.org/10.47492/jip.v3i8.2393>
- Kirom, M. I., & Susilo, S. (2019). Leadership Style of the Head of Madrasah Tsanawiyah Negeri 6 Kediri. *Jurnal Pendidikan dan Studi Keislaman*, 9(2), 2685–4155 Jurnal. <https://doi.org/doi.org/10.33367/ji.v9i2.1020>
- Magdalena, I., Sofyan, R. W. I., Saputra, M. E., & Rahayu, R. S. (2020). Analysis of Low Grade Teacher Competency on Learning at SD Gondrong 7. *Jurnal Edukasi dan Sains*, 2(3), 292–301.
- Mardalena, M., Arafat, Y., & Fitria, H. (2020). The Influence of Academic Supervision and Teacher Professional Competence on Teacher Performance in State High Schools in Tanjung Raja District. *Jurnal Intelektualita: Keislaman, Sosial, dan Sains*, 9(1). <https://doi.org/10.19109/intelektualita.v9i1.5582>
- Mulyasa, E. (2009). *Classroom Action Research Practice*. Remaja Rosdakarya.
- Rahayuningsih, F. (2022). Internalization of Ki Hajar Dewantara's Educational Philosophy in Realizing the Pancasila Student Profile. *SOCIAL: Jurnal Inovasi Pendidikan IPS*, 1(3), 177–187. <https://doi.org/10.51878/social.v1i3.92>
- Rahmah, A. M. (2023). Principal Management in Efforts to Improve School Quality at SMP Plus Ma' Arif NU Pangandaran. *Jurnal Ilmu-Ilmu Sosial*, 1(1), 14–22. <https://doi.org/10.59996/sosiosaintika.v1i1.31>
- Sadikun, Prasetyo, I., Hartati, C. S., Wijaya, U., & Surabaya, P. (2023). *Pengaruh Motivasi dan Budaya Organisasi Sekolah terhadap Kinerja Guru melalui Disiplin Kerja*. 1(1), 98–106. <https://doi.org/10.59024/jis.v1i1.383>
- Sagala, & Syaiful. (2012). *The Concept and Meaning of Learning*. Alfabeta.
- Saludung, S., Sihotang, H., & Limbong, M. (2021). The Influence of Leadership and Teacher's work Motivation on Improving the Quality of Education at Vocational Schools in North Toraja. *Jurnal Pendidikan Tambusai*, 5(1), 449–459.
- Sartika, D. (2024). The Influence of Driving Teacher Competency in Improving the

- Quality of Education. *Jurnal ESTUPRO*, 9(1), 1-8.
<https://doi.org/10.52690/jitim.v2i3.724>
- Sinaga, A. C., Lubis, J., & Sitanggang, N. (2021). Development of a Performance Assessment Model for Permanent Middle School Teachers at Manjustri Buddhist College Pematang Siantar. *Jurnal Serunai Bahasa Indonesia*, 18(2), 59-68.
<https://doi.org/10.37755/jsbi.v18i2.462>
- Sugiyono. (2016). *Quantitative, Qualitative and R&D Research Methods*. PT Alfabet.
- Sugiyono. (2017). *Quantitative, Qualitative, and R&D Research Methods*. Alfabeta.
- Sukmainata, & Syaodih, N. (2012). *Educational Research Methods*. Remaja Rosda Karya.
- Sulastri, S., Nurkolis, N., & Rasiman, R. (2017). The Influence of Principal Leadership and Work Motivation on the Quality of Elementary Schools in Jepara Regency. *Jurnal Manajemen Pendidikan (JMP)*, 5(3), 346-361.
<https://doi.org/10.26877/jmp.v5i3.1984>
- Tirtarahardja, U. (2015). *Introduction to Education*. Asdi Mahasatya.